English

Lesson Plans

Level 4

Term 1

English

Lesson Plans

Level 4

Term 1

Level: 4 Term: 1 Week: 1 Day: 3	Lesson Plan	Writing

1. Objectives: The learners will be able to:
put the events in sequence

2. Function: Writing about past events

3. Activity: Sequencing the events of a story

4. Material: Worksheet, Ess Eng.

5. Procedure:

a. Pre-Writing

- Ask the following.

1. **Do you sleep alone in your own room or with your parents?**
2. **Suppose, every one in the family was sleeping and you woke up. Then if you heard a noise, so how did you feel about it?**

- If they do not understand explain the situation again. You can use mother tongue L-1 if it is required.

b. Worksheet

Task 1: - Talk about persons in the picture and ask their names.
- Discus each picture and ask what is happing in each picture.

Task 2: Explain as given in the worksheet.

Task 3: Ask them to rewrite the story in a form of paragraph but not in separate sentences.
(Students use the back side of the worksheet if more space required)

Task 4:- Ess Eng p# 5 (Task: 3) Do in book only.

Pair Work, Peer checking, feedback

6. Follow Up:

Copy the story in proper order.

Level : 4 Term : 1 Week: 2 Day: 1	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph – **sh**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**sh as in fish**)

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5. Procedure:

a. Explain how these two consonants produce a new – **sh**- sound. Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. **Worksheet**

Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each tasks.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing------ 5 Mins.

Level 4
Term 1 **Lesson Plan**
Week 1

Communication	Reading	Writing	Assessment
• Dialogue practice (Greeting and introducing)	• Text Robots Moving on	• Starting points. Categorizing information • Sequencing instruments • Sentence expansion (because)	None

Level 4 Term 1 Week 1 Day 1	Lesson Plan

Objective: The learners will be able to read and understand the text and give answers of the questions.

Skill: Reading comprehension, vocabulary

Topic: Robot

Material: Ess. Eng book, board marker and pencil

Procedure:
Pre-reading:
- Teacher will draw the picture of robot on the board.
- Ask few questions from students about it; Let the students to guess the answers.
  Can robot speak?
  Can robot walk?
  How they help us?
  What is robot?

Reading: (Ess. Eng page 4)
- Distribute Ess. Eng book students will read first individually and then in pairs.
- Teacher will write the meaning of difficult words on the board as well as explain the meaning.

Task 2: (Moving on) page 5
Discussion: 'Group work'
- Teacher will ask the questions one by one and let the students to give answer by their own self.

Follow up: List some things you can do that a robot can't do.

Level 4 Term 1 Week 1 Day 2	Lesson Plan

Objective: The learners will be able to choose true / false related to the given text,
Categorize machines according to their function.

Activity: Written work

Material: Ess. Eng, class work notebooks, board

Procedure: (Task 1) Starting points

Warm up Q/A:

- Ask few questions from students to check the learning of previous lesson, e-g

Do robots have brain?
What is their shape or size?
Can they work at the bottom of sea?

Ess. Eng: page 4 (written work)

- Distribute Ess. Eng book and class work notebooks in the class.
- First do the 'Starting point' on the book. Then teacher will write on the board and students will copy it in their class work copy.

Task 2: (categorizing information) page 5

- Ask students what type of machines we use in our school? List the responses of students on the board which may include computer, fan, and generator....etc.
- In the same way ask what type of machines we use at our homes? Write the responses on the board which may include Washing machine, sewing machine, juicer etc

Explanation:

- Explain students that we categorize machines according to their functions.
- There are some specific machines which we use at home only e-g washing machine.

Follow up: List five types of machines that are found at home and at school.

Level: 4 **Term: 1** **Week: 1** **Day: 4**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- guess and introduce each other

2. Function: introducing yourself

3. Activity: Dialogue Practice

4. Material: Chart

5. Procedure:

a. Preparation

-Introduce the topic and explain meaning of "**Introducing each other**"

- Write salutation words on the board.

Good morning
Good-afternoon

- Explain how and when these words are used. Take care of intonation.

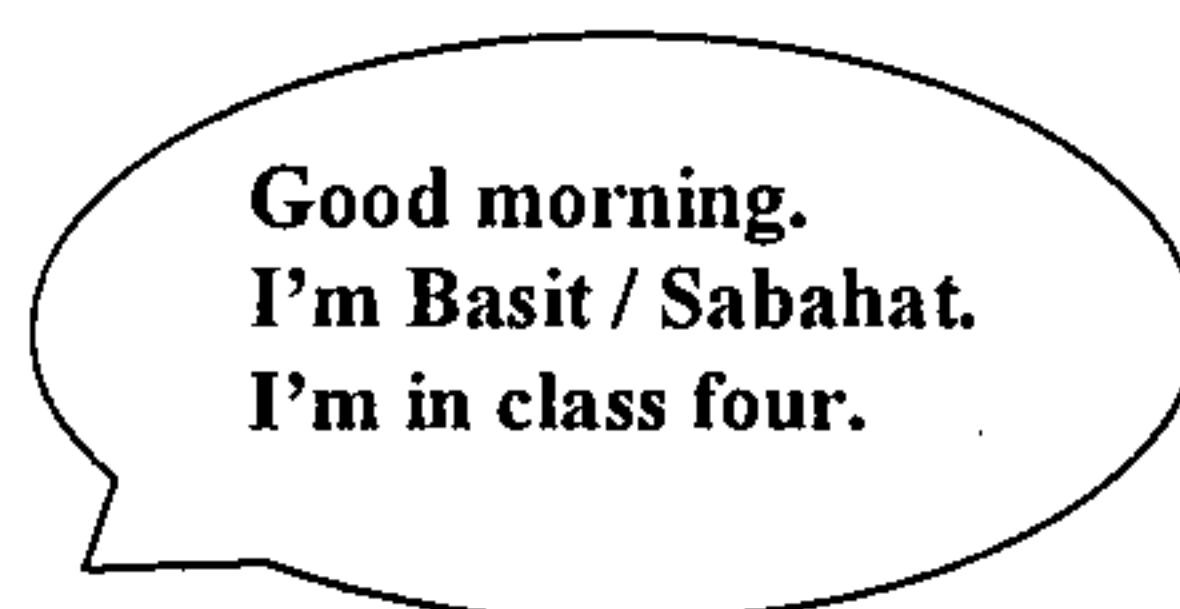
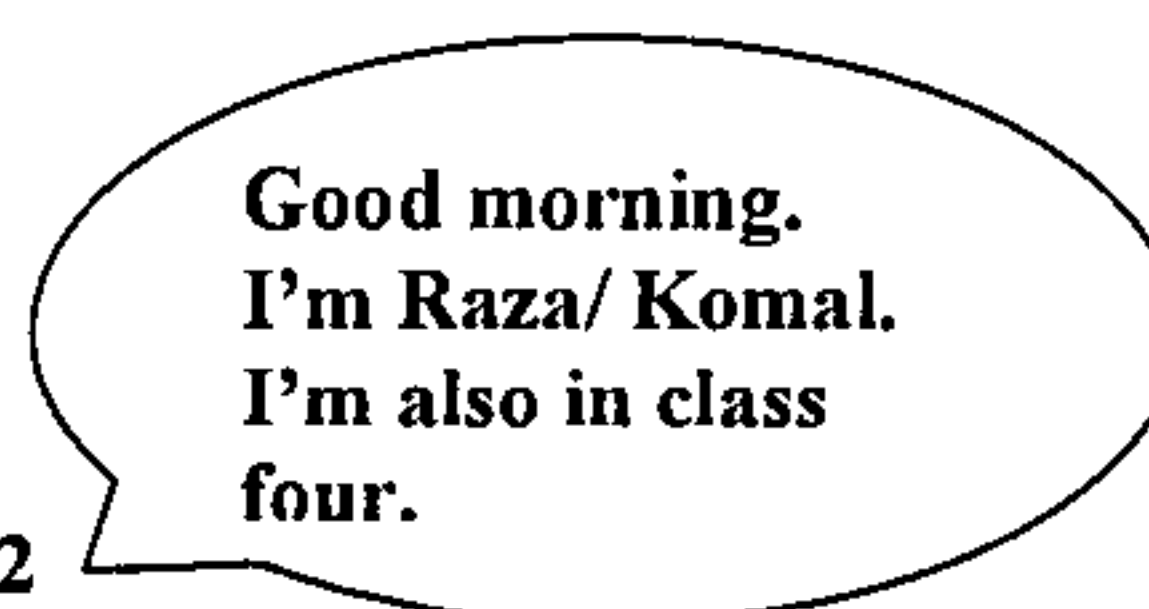
b. Chart

Write the following dialogues on a chart and get it ready before the class. You can use two different colour markers for the lines of two speakers.

St.1

Good morning.
I'm Basit / Sabahat.
I'm in class four.

St. 2

Good morning.
I'm Raza/ Komal.
I'm also in class four.

d. Dialogue Practice

Choral Drill: You say each line and class repeat. Then you say all these lines of each dialogue together and class repeats after you.

Group Practice: Divide the class in two sections. One group says the dialogues of greeting and the other group says the other one in response.

Role-Play: Take one students from each group and ask them to exchange the dialogues. Students will use their own real names in introduction.

e. Further Practice

Add the following words in the dialogue and ask them to practise in role- play

Glad to meet you.
Thanks, me too.

Level: 4 Term: 1 Week: 1 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- write longer sentences
- expand sentences by using – because

2. Function: - Making sentences longer

3. Activity: Sentences Expansion

4. Material: Worksheet

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5. Procedure:

a. Pre- Writing

Explain that sometime we say small sentences and sometime we say longer sentences. Write examples on the board.

e.g. **I have a book.**
I have two story books.

b. Worksheet

Ask them to take words from each column and read as many sentences as they can.

Task 1 Explain that you will ask questions form a pair and the pair answers by taking words
from each column and thus, a sentences expands (become longer).
Ask two students to stand up and answer together. They can use their own names..

Tr. Who went to the canal? …………… Pair: Ruby and I.
Tr. Say in a complete sentence …………. Pair: Ruby and I went to canal.
Tr. Good. How did you go to the canal? …. Pair We walked.
Tr. Say in a complete sentence. ……….. Pair Ruby and I walked to the canal
Tr. Why did you to the canal. ……….. Pair Because it was very hot.
Tr. Now say it again in a complete ……. Pair Ruby and I walked to the cannel
sentence. because it was hot.

- Take another pair for the second set of questions and the third pair and so on (In dialogue 3, you can use **where** in place of **how**).
- Repeat with more students if they require more practice

Task 2 Ask them to copy the sentences form the above column.

Task 3: Explain the task.
- (I missed the bus).
- (I did not go to school).
- It was her birthday).
- (did not go on work).

Peer checking ------- feedback

6. Follow Up: Repeat task 3

Level 4 Term 1 Week 2	Lesson Plan

Communication	Reading	Writing	Assessment
• Consonant diagraph (sh-sound) • Listening about animals.	• Text 'Elephant'	• Syllables • Writing sentences • Muddled endings	Yes

Level: 4 Term: 1 Week: 2 Day: 2	Lesson Plan	Reading

1. Objectives: The learners will be able to:
- read and understand the text

2. Skills: Silent Reading, Vocabulary

3. Topic: Elephant

4. Material: Worksheet **(Elephant)**

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5. Procedure:

a. Pre-Reading

- Write the names of some big and small animals on the board with the help of your students.
- Students will guess which animal they are going to read about. Give them some clues, such as:

  It has very big ears and big teeth.

b. With the name of the topic on the board and students open their text page.

Task1: **Fill in the blanks**

Task2: **Right or wrong**

Task3: **Information about elephant**

c. Pair Work

Students will sit in pairs and do the task. Ask them to check the work of their partners before feedback.

6. Follow Up:

Draw an Asian elephant and write (label) the names of its body parts.

Level: 4 Term: 1 Week: 2 Day: 2	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read for pronunciation
- develop fluency in reading

2. Skills: Reading Aloud

3. Topic: Elephants

4. Material: Text Page **(Elephants)**

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5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure

- Model Reading – by the teacher
- Choral Reading – Teacher reads every sentence and the whole class Follows.
- Group Reading _ Make groups of three students. One groups reads at a time.
- Paired Reading _ Make pairs and one pair reads at a time.
- Individual Reading _ One students reads at a time.

b. Comprehension Questions (Oral Practice)

- Ask them to read the text page of the previous lesson
- Ask similar questions as many as you can. Take response orally and let them read the text to find the answers.
    - **What colours are elephants?**
    - **Are elephant big or small?**
    - **Do they like water?**
    - **Can they swim?**
    - **What is difference between Asian elephant and African elephant?**
    - **What do they like to eat?**
    - **Do they eat meat?**
    - **What is trunk?**
    - **What is tusk?**
    - **Say few sentence about an elephant.**

6. Follow Up: Write few lines about elephants

Free Writing ---------- 5 Mins.

Level: 4 Term: 1 Week: 2 Day: 3	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - listen and understand the text
   - develop vocabulary
2. **Function:** Listen and follow
3. **Activity:** Grid – Filling
4. **Material:** Worksheet (**Animals**)

5. Procedure:

a. Preparation

Talk about different animals, their colours and sizes. Select only those animals which are included in the listening text and write their names on the board.

b. Listening

- First Listening

Clear the board when you start reading. Students only listen. In feedback ask about the names of animals only and write them names on the board.

- Second Listening

Distribute the worksheets.

Teacher reads again and students fill up the boxes.

- Feedback.

Students have peer checking first then report back to the teacher.

- Third Listening

Teacher reads again and asks questions orally. Students answer by looking at the worksheets. Make similar questions as many as you can. .

e.g.

- **What colours are monkeys?**
- **Are penguins big or smalls?**

6. Follow Up:

Choose any three animals and write two lines on each.

Level 4 Term 1 Week 2 Day 4	Lesson Plan

Objective: The learners will be able to break down a word into smaller parts.
Write a sentence properly and make its sense.

Function: Understanding the concept of syllables and sensible sentences.

Activity: Written work

Material: Ess. Eng book, class work notebooks, board

Procedure: (Task 1) syllables page 6

- Teacher will show two cards to students on 1 card 'sim' is written and on the other 'ple' is written.

  Sim – ple

- Now ask students to read the word aloud that is written on two cards.
- Give some more examples:

  Ro – bot
  Mag – net
  E –ven

Explanation: Explain students that in this way we can break a signal word into two or more parts, each such part is called syllable e-g ro – bot is one word but it has two syllables.

Ess. Eng: Page 6 (syllables)

- Distribute book and do the task first orally and then students write down in notebooks.

Task 2: page 8(a) (Writing sentences)

a) Write the following example on the board.

Made – she – cup – tea

Ask students

- Is this a proper sentence?
- Can you guess the meaning?
- How can you make it a proper sentence?

Let students to tell the answer by their own. Then write the sentence correctly 'she made a cup of tea'

Week : 2
Day : 4

Explanation: Explain that in first case are able to understand the meaning correctly but when you write it in a proper sentence you easily understand the meaning.

Ess. Eng: page 6 (Writing sentence)

- Written work
- Distribute Ess. Eng books page 8 and write the task on the board.
- Take help from students by first asking from them.

Task 2: (Muddled ending) page 8

- Teacher will write incorrect sentence on the board e-g
  The robot fried an egg up the flagpole.
- Then ask students to make correction
  The robot fried an egg in the pan
- Teacher will discuss the task orally in the class

Follow up: Do 'Muddled endings' page 8 in homework notebook.

Level 4 Term 1 Week 3	Lesson Plan

Communication	Reading	Writing	Assessment
• Consonant diagraph ch- sound • Dialogue practice using stress and intonation	• Text 'Lunch time'	• Nouns • Verbs • Adjectives • Making and using plurals	None

Level : 4 Term : 1 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph – **ch**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(ch as in chair)**

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5. Procedure:

a. Explain how these two consonants produce a new – **ch**- sound. They are called consonant diagraphs. (Do not mention it to yours students)Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing --------- 5 Mins.

Level 4
Term 1
Week 3
Day 2

Lesson Plan

Objective: The learners will be able to understand the concept of
Naming words (nouns)
Doing words (verbs)
Describing words (adjective)

Activity: Oral discussion in class

Material: Ess. Eng book, board marker, board

Procedure: Ess. Eng page 7 task1, 2, 3)
Warm up Q/A: Ask from ss
- What are you reading? (book)
- What are you doing at this time? (study)
- What is the color of your shoes? (black)

Explanation: Now explain that
- The name of the person, thing or place is called noun e-g book, mansehra, sara etc
- The doing words are called verbs e-g you are studying at this time (give some more examples.
- The words which describe the things are called adjectives e-g black shoes describe color of your shoes.

Ess. Eng: page 7 (language study)
Distribute Ess. Eng. Do the task on page 7 orally in the class.
Give more chance to students to answer.

Level: 4 **Term: 1** **Week: 3** **Day:** 3	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- be aware of stress and intonation in speech

2. Function: Pronouncing the dialogue with intonation

3. Activity: Drill and dialogue practice

4. Material: Worksheet (**dialogues**)

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5. Procedure:

a. Write the lines of dialogues on the board and explain the symbol of rising and falling tones.
Circles show rising tones of the voice and arrows show the falling tones. Say the words of the dialogue properly so that your students could follow him.

b. -Say the first lines in simple plane manner without stress and intonation.
- Repeat the same lines in proper stress and intonation and explain the difference that:

Without rising and falling tone, the words sound meaningless and uninteresting and with rising and falling tone, speech gives sense and meaning.

c. You pronounce the dialogue, while putting your pencil or pointer on the draw lines around the words to show high or low pitch of your voice.

d. Worksheet

- **Choral Drill in groups.**
- **Drill in pairs**
- **Role – Play**

6. Follow Up;

Write how do you greet each other

Level: 4 Term: 1 Week: 3 Day: 4	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read and understand the text
   - develop vocabulary
2. **Skill:** Reading Silently
3. **Topic:** Lunch Time
4. **Material:** Text Page **(Lunch Time)**, worksheets

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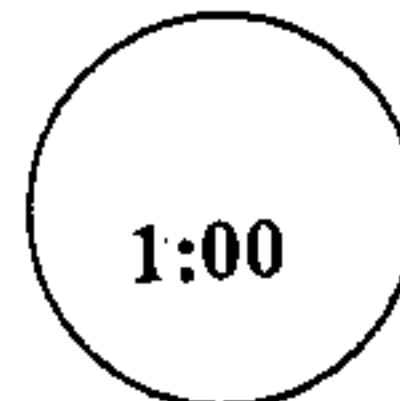
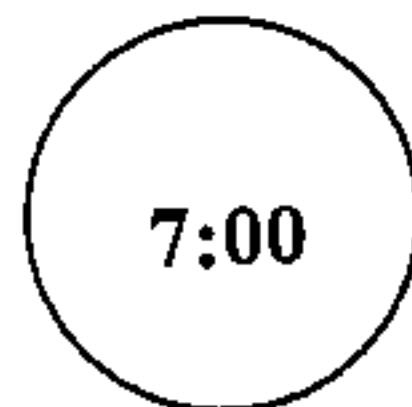
5. **Procedure:**

a. Preparation

Draw three watches on the board and show the given time in the watches. Ask them which one is a lunch time and which ones are dinner and breakfast times and write under each clock..

b. Text Page

- Discuss the picture of the text page and ask questions about:
  - **Furniture**
  - **Food**
  - **People**
- Ask them to have a look at the text page and do the following:
  - **Underline the names of persons.**
  - **Write the names against the pictures of persons.**
  - **What are people doing in the picture?**
  - **What is the time in the clock?**

c. Announcement of the Topic

- Explain lunch time and write the topic on the board

d. Worksheet

- Students will read the text first then do the tasks one by one.
- Peer checking and feedback follows each task

Task 1:	**Read the text and find words for the list**
Task 2:	**Write correct words in the blanks**
Task 3:	**Chose the right words and complete the sentences**
Task 4:	**Say properly along with your teacher**

6. **Follow Up:**

When do you take your lunch and what do you eat in your lunch?

Level: 4 Term: 1 Week: 3 Day: 4	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read for pronunciation
   - develop fluency in reading
2. **Skills:** Reading Aloud
3. **Topic:** Previous Lesson
4. **Material:** Text Page (**Lunch Time**)

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5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure

- **Model Reading –** by the teacher
- **Choral Reading –** Teacher reads every sentence and the whole class follows.
- **Group Reading _** Make groups of three students. One group reads at a time.
- **Paired Reading _** Make pairs and one pair reads at a time.
- **Individual Reading _** One students reads at a time.

b. Comprehension Questions (Oral Practice) **(20 Mins.)**

- Ask them to open the text page of the previous lesson.
- Ask similar questions as many as you can. Take responses orally and let them read the text to find the answers.

> - **How many persons are sitting? (Names)**
> - **What are they doing?**
> - **What are they eating?**
> - **What time is it?**
> - **Are they eating lunch or dinner?**
> - **What do they do before eating?**
> - **Why do they thank God?**

Free Writing ----------- 5 Mins.

Level: 4 Term: 1 Week: 3 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- learn about plural form of the words
- use plural form in sentences

2. Function: Using Plural Form

3. Activity: Gap- filling

4. Material: Worksheets

5. Procedure:

a. Preparation
- Talk about plural form and check how much they know about it.
- Write example sentences and explain that verb of a sentence also changes if it written in plural form.

e.g. A boy **is playing** with a ball.

Boys **are playing** with balls.

b. Worksheet (Pair Work)

Task 1: Explain each task properly, giving examples on the board.

Task 2: Explain again. If you have time, write more sentences on the board, using the given nouns form each type.

Peer checking and feedback follow each task

Follow Up:

Repeat task 2

Level 4
Term 1
Week 4

Lesson Plan

Communication	Reading	Writing	Assessment
None	• Text The king of forest' 'Moving on'	• Starting point • Study skill (using context clues) • Questions making (present and past tense) • A letter to a pen friend	Yes

Level 4 Term 1 Week 4 Day 1	**Lesson Plan**

Objective: The learners will be able to read and understand the text give the answer of the given questions.

Skill: Reading comprehensive

Topic: The king of the forest.

Material: Ess. Eng book, board

Procedure:
Pre-reading: Ask students to look at the picture on page 10 and try to guess the things you can see in the pictures.

Reading: The king of the forest

Topic: Read the topic aloud and write it on the board

- Ask students to read the text 1st individually and then in pairs (one by one)
- Teacher will write and explain the meaning of difficult words on the board.

Task 2: "Moving on" page 11
Discuss questions of 'moving on' orally in the class
Let the students to give the answers by their own-selves.

Follow on: Was Tod right to lie to the King? Explain your answer in homework notebooks.

Level 4 Term 1 Week 4 Day 2	Lesson Plan

Objective: The learners will be able to write the answer of the given questions, Choose the correct meaning.

Activity: Written work

Material: Ess. Eng, class work note book, board

Procedure: (Task 1) starting points page 10

Warm up: Ask few questions from students related to previous lesson e-g

What Tod is doing in the forest?
What is color of fawn?
Where he hide the fawn from huntsmen?

Written work: (starting point)

- Teacher will write the task on the board and students will copy down in class work notebook
- Take help from students as well while writing on the board

Task 2: Page 11 (using context clues)
Preparation: Write the following example on board

She is SCARED of lion

Bold, do not care, afraid

Now ask students choose the word from list instead of scared having the same meaning (afraid)

Explanation: Now explain that both words 'scared' an 'afraid' have same meaning. But 'scared' is some what difficult.

In the same way we can often work out the meaning of difficult words by looking for clues in the rest of the sentence.

Ess. Eng: page 11 (context clues)

Distribute Ess. Eng book and ask students to open page 11 ""The context clues"
Do the task orally in the class.

Follow up: Do task 'using context clues' in homework notebooks from page 11.

Level: 4 Term: 1 Week: 4 Day: 3	Lesson Plan	Writing

1. **Objectives**: The learners will be able to:
   - form questions about past activities
   - understand the difference between present and past
2. **Function**: Talking about present and past
3. **Activity:** Questions Making
4. **Material:** Worksheet **(What Babar did last Monday)**

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5. Procedure:

a. Pre- Writing

Ask the following questions

1. What do you eat in breakfast daily?

2. What did you eat in breakfast/ lunch/dinner yesterday?

b. Worksheet

Explain that it tells about Babar what he does on Monday. Ask them to read themselves silently and after that they read aloud.

Task 1: Ask questions orally about each picture. Using ----- do or does and the word Monday

Task 2: Explain that now Babar is telling what he did on **Tuesday**. Ask them to read. Ask questions about Babar. Repeat each questions many times.

e.g.

What did he do at seven o'clock on Tuesday?

What did he eat in school break?

Task 3: Students write questions.

Pair Work - Peer checking - Feedback

c. Further Practice

Call two students for role play as Babar and his friends. Ask them to repeat same questions from **Task 3** and the friend gives answers by looking at the pictures.

e.g. **St: Babar, what time did you go to school yesterday?**

Babar: I went to school at _______.

6. Follow Up:

Write four questions, asking your friend what he or she did yesterday.

Level: 4 Term: 1 Week: 4 Day: 4	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   Write an informal letter to a pen friend
2. **Function:** Telling about yourself
3. **Activity:** Parallel letter writing
4. **Material:** Worksheet **(A letter to a pen-friend)**

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5. Procedure:

a. Pre-Writing

- Ask the following questions
  1. **Do you have friends?**
  2. **Do you have friends who live out of your city?**
  3. **Do you write letters to you friends?**
  4. **Do you know what is pen-friend or pen-pal?**

- Explain that the friends who live out of your city and you write letter to each other, they are called **pen-friends** or **pen pals**.

b. Worksheet

Task 1: Students read the letter. Ask questions about the letter, to check comprehension

Task 2 Ask them to write a reply letter to your friend Nazia who is your pen friend and has written a letter you.

Ask them to follow the same pattern they should use their own names.

Pair Work - Peer checking

Feedback

Ask them to read their letters aloud one by one

6. Follow Up:

Write a letter to your pen friend who does not live in your city. Tel him about yourself.

Free Writing ----------- (5 Mins.) (Day 5)

Level 4
Term 1 **Lesson Plan**
Week 5

Communication	**Reading**	**Writing**	**Assessment**
• Consonant Diagraph (th-sound as in that)	• Text 'What different people do'	• Past tense • Future tense • Synonyms	None

Level: 4 **Term: 1** **Week:** 5 **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
-pronounce sounds of consonant diagraph – **th**
-distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**th as in thief**)

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5. Procedure:

a. Explain how these two consonants produce a new – th- sound.
Explain the difference between **th as in that** and **the as in thief**. Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
    - Pracitse it many times.
    - Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task

Speech Activities and Tasks

6. Follow Up:
Select one activity from the worksheet and write it on the board.

Free Writing ---------- 5 Mins.

Level: 4 Term: 1 Week: 5 Day: 2	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read and understand the text
   - develop vocabulary
2. **Skill:** Reading Silently
3. **Topic:** What different people do
4. **Material:** Text Page (**What different people do**), Worksheets

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5. **Procedure:**

a. **Preparation**
- Write the names of different occupations and the jobs, including those given in the text.
- Ask them to guess what they are going to read about.

b. Announcement of the topic
Write the topic on the board.

c. Text Page
Talk about the pictures and ask about their work.

d. Worksheet
-Students read themselves for doing each task. Take feedback of each task one by one.
- Peer checking and feed back follows accordingly

Task 1	**Fill in the boxes**
Task 2	**True and False**
Task 3	**Choose the correct word**

6. **Follow Up:**
Write about your Father or Uncle what he does (few lines)

Level: 4 Term: 1 Week: 5 Day: 2	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read for pronunciation
- develop fluency in reading

2. Skills: Reading Aloud

3. Topic: Previous Lesson

4. Material: Text Page **(What different People do)**

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5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure

- **Model Reading** – by the teacher
- **Choral Reading** – Teacher reads every sentence and the whole class follows.
- **Group Reading** _ Make groups of three students. One group reads at a time.
- **Paired Reading** _ Make pairs and one pair reads at a time.
- **Individual Reading** _One students reads at a time.

b. Comprehension Questions (Oral Practice) (20 Mins.)

- Ask them to open the text page of the previous lesson
- Ask similar questions as many as you can. Take response orally and let them read the text to find the answers.

> ➢ **Who is doctor?**
>
> ➢ **Is Raju a greengrocer?**
>
> ➢ **What does Raiz sell?**
>
> ➢ **Where does Rehana work?**
>
> ➢ **How does Raju work?**
>
> ➢ **Where does Riaz sell his vegetables?**
>
> ➢ **Who is poor and who is rich?**

Free Writing ----------- (5 Mins.)

Level: 4 **Term: 1** **Week:** 5 **Day:** 3	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - exchange dialogues
   - talk about past events
2. **Function:** Asking about past events
3. **Activity:** Dialogue Pracitce
4. **Material:** Chart, Ess-Eng, C.W copy.

---

5. Procedure:

a. Preparation

- Prepare them for speaking. Talk about past events. Give your own examples and write few sentences on the board.

  e.g. **I washed clothes yesterday.**
  I went for shopping.
  I visited my aunt.

- Ask them to think about yesterday activities.

b. Dialogues

Prepare a chart for dialogues. Use two colours for two person's lines. Display the chart on the board. (Chart must be ready before the class begins).

St.1 **Hello, Amir, how are you?**
St 2 **Fine, thanks.**

St.1 **What did you do yesterday?**
St.2 **I played football.**

St.1 **Oh, really?**

c. Dialogue Practice

- **Choral Drill:** You read each line one by one and class repeats after you. Take care of intonation (rising and falling tones).
- **Group Practice:** Divide the class in two sections. One group says the lines of St.1 and the second group repeats the lines of St. 2. After having some drill, switch over the role
- **Role – Play:** Take one student from each group and ask them to exchange the dialogues

d. Further Pracitce

Remove the chart and write following situations and ask them to practise in a role-play, taking one situation at a time. (you can change or add more)
went to market, visited my aunt / uncle, learned my lesson, played in the park

e. Ess Eng p# 13 . Do the sentences in C.W copy.

6. Follow Up: Write four things you did yesterday.

Level: 4 Term: 1 Week: 5 Day: 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   ask and answer about jobs and profession
2. **Function:** Talking about future and the jobs
3. **Activity:** Dialogue practice and listening games
4. **Material:** Charts, slips of paper, Ess-Eng.

5. Procedure:

a. Preparation

- Write the following jobs and professions on a chart and put it up on the board
- Read each word properly and ask your students to repeat after you. Check if they know about these jobs.

Chart

teacher	pilot	soldier	policeman
builder	doctor	shopkeeper	engineer
farmer	clerk	tractor man	driver

b. Ask them to think and select one job they like

c. Write the following dialogue on the board and repeat with different students, taking all professions given in the chart.

Tr.

St.

d. Further Practice

- Write the names of jobs on slips of paper and distribute among students randomly
- Repeat the dialogue of the teacher and the students give answers about the job in the slip.

e. Role Play

- Divide the class in two groups one group will say teacher's dialogue and the other group repeats students line. Take one students from each group for role play.
- Exchange the role of the groups

d. Games

Ask one of the students to tell about their friends what they want to be. (without looking at the slip of paper). The child who tells about the highest number of the students. Is the winner

e.g. **Azra may be a doctor, Riaz may be a ....**

e. Ess Eng p# 13. Do the exercise orally.

Level: 4 Term: 1 Week: 5 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- develop vocabulary
- learn synonyms

2. Function: Increasing Vocabulary

3. Activity: Matching and Box filling

4. Material: Worksheet **(Synonyms)**

5. Procedure:

a. Check if they know about synonyms. Explain and write on the board.

Some words have same meanings.
They are called Synonyms

e.g. **small** ________ **little**
neat ________ **clean**

b. Worksheet

Task 1: Ask them to read out the words together before doing the task. Explain the task and the concept of synonyms.

Task 2: Draw the columns on the board and put one word (only)in each column. Discuss all words orally, then ask them to do themselves.

Pair Work, Peer checking and feedback

6. Follow Up:

Write ten pairs of synonyms

Level 4
Term 1 **Lesson Plan**
Week 6

Communication	**Reading**	**Writing**	**Assessment**
• Consonant blend (bl-sound)	• Text 'A story of butterfly'	• Story writing "My village" • Thinking about story	Yes

Level : 4
Term : 1
Week: 6
Day: 1

lesson Plan

Commun

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **bl**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**bl as in blow**)

---

5. Procedure:

a. Explain how these two consonants –**bl**- are pronounced together quickly. They are called consonant blend. (Do not mention it to yours students) Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. **Worksheet**
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ---------- 5 Mins.

Level: 4
Term: 1
Week: 6
Day: 2,3 (two days work)

Lesson Plan **Writing**

1. **Objectives:** The learners will be able to:
   - write a paragraph My village
   - develop ideas about farm
2. **Function:** Describing places
3. **Activity:** Guided Writing
4. **Material:** Worksheets

---

5. Procedure:

a. Pre-Writing
- Prepare the class for writing.
- Discuss orally about the Topic – **My Village**
- Write the topic in the middle of the board. Do not write the given points at this stage.

b. Brain Storming
- Look at the worksheet and don't let the children open their worksheets at this stage.
- Ask questions about points of each heading and write points on the board under the heading as it is give in the worksheet
- You can add ~~come~~ some more if your students come up with new ideas.

Question Pattern

1. **What animal are there in your village?**
2. **What are the jobs of people?**
3. **What do they grow?**

c. Practice

Ask questions on each point more than once and takes responses in complete sentences orally, so that they can have practice of making and writing sentences.

d. Writing
- Make groups, taking three or four students in each group.
- Ask them to write about each heading and its relevant points. They should write four different paragraphs.
- Write the following sentences on the board which they should use in their writing

There .... in the village.
My village has ....
It has ....

c. Peer Checking

Ask them to exchange each other's work and check the work of their group members.

f. Feedback

One of the group members will stand up and read out his/her paragraph to the class.

g. Day 3 : Do Ess. English p #21 in C.W copy.

6. **Follow Up:** Write a paragraph on "**My Village**".

Level: 4
Term: 1
Week: 6
Day: 4

Lesson Plan **Reading**

1. **Objectives:** The learners will be able to:
   - read with comprehension
2. **Skill:** Reading Silently
3. **Topic:** A story of Butterfly
4. **Material:** Text page (**A story of a Butterfly**), worksheets

5. Procedure:

a. Preparation

- Ask the following questions

  - **Do you like going to the garden?**
  - **What do you see over there?**

- Take short responses and write on the board.
- Ask them to guess and tell them that:

  They are going to read about a very small thing which can fly and it has beautiful colours.

b. Text page and the Topic

- Read the story aloud. Ask them to read after you.
- Write the word **caterpillar** and ask them to say properly. Draw it on the board.

c. Worksheet

Task 1: Complete the gaps

Task 2: Write the names

Task 3: Complete the sentences

Task 4: Explain what is Exclamation Mark !

(It is put at the end of the sentences or words which express feeling or appreciation)

Peer checking and feedback at the end of each task

6. Follow Up:

Draw a caterpillar and a butterfly.

Level 4
Term 1
Week 7

Lesson Plan

Communication	Reading	Writing	Assessment
• Listening (Clifford takes a trip) • Consonant blend (tr-sound)	• Text 'The hedge hog' 'moving on	• Starting point • Aliphatic order and definitions • Write names in aliphatic order • dge words • Changing words • Rhyming slang	None

Level 4 Term 1 Week 7 Day 1	**Lesson Plan**

Objective: The learners will be able to read and understand the text, give the answers of the questions.

Skill: Reading comprehension

Topic: The hedgehog

Material: Ess. Eng book, board

Procedure:
Pre-reading:

- Ask students to look at the picture on page 16 and tell what do you see in the picture?
- List their responses on the board.
- Then ask, do you ever have an accident?

Reading:
Topic: Then read the topic "The hedgehog" aloud and write it on the board.
Ask students to read the text first individually

Pair and Group reading: Students will read the text in pairs as well as in groups
Teacher will write and explain the meaning of difficult words on the board.

Task 2: 'Moving on' page 16
Teacher will discuss the questions of 'Moving on' page 16 with students.
Let them to give the answers by their own selves.

Follow up: Why do you think max was all muddled up?

Level 4
Term 1
Week 7
Day 2

Lesson Plan

Objective: The learners will be able to write the answers of given questions,
Write the words in alphabetical order with respect to first and fourth letter and know their meanings.

Activity: Written work

Material: Ess. Eng book, class work notebook, board

Procedure: Task 1 (starting points) page 16

Warms up Q/A: Ask few questions from students about the previous text e-g

- Who is Max?
- What are the names of other characters?.

Written work: Ess. Eng page 16 (starting points)

Open books page 16 (starting points)

Teacher will write the task on the board and students will copy down in the notebook.

Task 2: page 17 (Alphabetical order and definitions)

- Write mixed letters on the board
  B, A, D, C, E, F, H, G
- Ask students to arrange them in proper order and write it on the board
  A, B, C, D, E, F, G, H
- Now write hollow, hobby, hospital, honest on the board and ask to arrange them in alphabetical order according to third letter.
- Explain the meaning of these words.

Ess. Eng: page 17

Open books page 17 and do the task 1 and 2 only in books

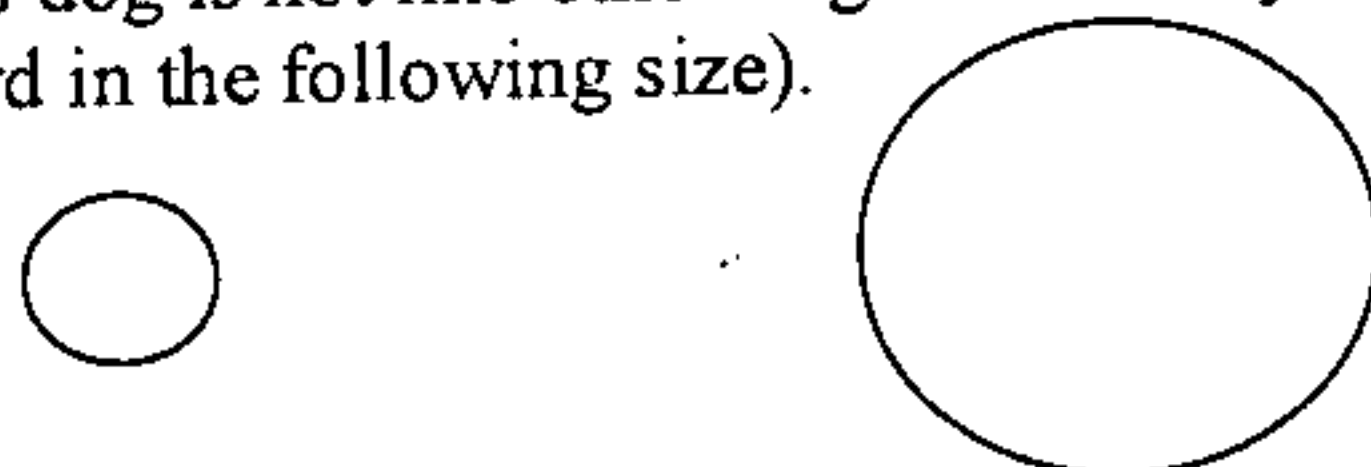
Follow up: Do task 2, page 17 in homework notebook.

Level: 4 Term: 1 Week: 7 Day: 3	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - listen and understand a story
   - listen and respond
2. **Function:** Following story events
3. **Activity:** Listen from cassette-player
4. **Material:** Worksheet (**Clifford Takes a Trip**), Cassette and C. Player

5. Procedure:

a. Preparation

- Prepare the class for listening to a story from the cassette player. The story is about an animal who is a very loving and faithful and looks after his master. Ask them to guess (Students guess and tell the name- **dog**)
- Explain that this dog is not like other dogs. He is very very big. Such as, (Draw the dog, on the board in the following size).
- Write the word **howl and growl** and explain by the following examples.

  When dogs are sad they _________ at night (howl)

  When children throw stones at the dogs, they ________ at them (growl)

b. 1st Listening (Oral Discussion)

Play the cassette up to .... "Some left him the lady next door" and stop the cassette. Ask them to do the **Task 1**

Task 1: Ask some more questions orally such as ....

1. **Do the family go for vacation on long trips?**
2. **Why?**
3. **Where do they usually go?**
4. **When did they go last year?**
5. **Where did they leave the Clifford?**

2nd Listening

Play the cassette again from the beginning to the end and ask them to do Task 2 on their worksheets (**Right or Wrong**)

3rd Listening

Play the cassette again from the beginning and ask them to do **Task 3**. Explain the task.

Peer checking and feedback follows each task

c. Ask oral questions about the whole story and students should give answers with the help of worksheets in their hands

6. Follow Up:

Draw a small dog and a very big dog in your copies and give names to these dogs.

Level : 4 Term : 1 Week: 7 Day: 4	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **tr**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(tr as in truck)**

---

5. Procedure:

a. Explain how these two consonants –**tr**- are pronounced together quickly. They are called consonant blend. (Do not mention it to your students). write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. **Worksheet**
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:
Select one activity from the worksheet and write it on the board.

Free Writing --------- (5 Mins.)

Level 4 Term 1 Week 7 Day 5	Lesson Plan

Objective: The learners will be able to complete words using vowels,
Make new words by changing the first letter only,
Match the rhyming words.

Material: Page 18 ('dge' word)
Write the following on the board
Br__dge
H__dge
Ask them to complete these and write on board,
Bridge, hedge
Tell them a, e, i, o and u are called vowels.

Ess. Eng: Page 18
Distribute the books and open page 18 'dge words'
Help students to do the task in their books only.

Task 2: (changing words) page18
Write on the board,
Hair
Now ask students to replace the first letter 'h' with other letters to make a new word e-g fair, stair, and chair.

Written work: Open the books and first do the task orally in class
Teacher will write the task on the board and students will copy.

Task 3: Page 19 (Cockney rhyming slang)
Teacher will help students to match the phrases with their rhyming word only in their book.

Level 4
Term 1
Week 8

Lesson Plan

Communication	Reading	Writing	Assessment
• Feelings, constant blend (dr-sound)	Poem "This happy day"	• Essay writing 'Computer' • Mixed up words	Yes

Level : 4 Term : 1 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **dr**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**dr as in drum)**

---

5. Procedure:

a. Explain how these two consonants **–dr-** are pronounced together quickly. They are called consonant blend. (Do not mention it to your students) write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. **Worksheet**
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ---------- (5 Mins.)

Level 4 Term 1 Week 8 Day 2	Lesson Plan

Objective: The learners will be able to write about their feelings when they are worry,
Correct the spellings of given pairs of words.

Activity: Written work

Material: Ess. Eng, creative notebook, board

Procedure: page 15 'feeling'

Warm up Q/A: Ask from students.

- What did you feel if you were lost some-where?
- Do you get frightened from the shadows at night?

List their responses on the board then distribute creative note books and ask students to write about a time when you were really worried.

Feed Back:

Task 2: Page 20 (mixed up words)

- Write following on the board
  fand and hinger
- Ask students to correct pair of words
  hand and finger

Ess. Eng: Open books page 20 and help students to do the task in books only

Follow up: Do task 'mixed up word' page 20 in homework notebook.

Level 4 Term 1 Week 8 Day 3	**Lesson Plan**

Objective: Students will be able to know the importance and advantages of computer in daily life.

Activity: Written work

Material: Notebooks, board, picture of computer

Procedure:

Presentation:

- Teacher will paste the picture or drawing of the computer on the board and will ask

  What is this?
  How many parts it has?
  For what purposes we use it?

Discussion: Teacher will discuss the negative and positive points of computer

Written work: Teacher will write the essay on the board and students will copy in notebooks.

Essay Writing:

"The Computer"

The word computer came from the word "compute" which means to calculate it is an electronic machine which is used to store and process data according to the given instructions. It consists of hardware and software.

Computer has become a part of our daily life and used almost everywhere. It reduced the work load on human brain and have taken over many tasks which were earlier done by many human beings collectively.

Today computer has become a necessity of daily life due to its qualities. It is used in offices, schools, science, medicine, printing and publishing as well as in entertainment for children.

Computer work at very high speed because they run on electric supply. We can do millions of calculations in hardly one minute. It is very accurate machine. It has large memory. Its memory can be compared to a library where many books are stored at the same time.

Computer lack intelligence of their own. They can work according to the program or data fed into them. In computer we have facility of internet by which we are linked to the whole world. Internet enables computer user throughout the world to send and receive messages. In short nowadays computer has become very important.

So in order to lead a successful life in modern society we must know how to operate computer.

Level: 4 Term: 1 Week: 8 Day: 4	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - recite poem in rhythm
   - enjoy poem reading
2. **Skills:** Reading for pleasure
3. **Topic:** This Happy Day (Poem)
4. **Material:** Poem Page (**This Happy Day**)

---

5. Procedure:

a. Pre – Reading

Ask the followings:

How do we greet each other, when we meet in the morning, in the afternoon in the evening.

b. Poem Page

Discuss the picture on the page and ask few questions

c. Poem Reading

Follow the suggested procedure. **(See orientation pages given at the back)**

d. Worksheet

Help them in doing the task. Pair work, pair checking and feedback follows each task.

6. Follow Up:

"Copy the poem and draw a picture of Sun".

Free Writing -------- (5 Mins.)